

**THE INFLUENCE OF USING ROLE, AUDIENCE, FORMAT, TOPIC  
(RAFT) STRATEGY TOWARDS STUDENTS' ABILITY IN  
WRITING ANALYTICAL EXPOSITION TEXT AT  
THE FIRST SEMESTER AT THE ELEVENTH  
GRADE OF SMA NEGERI 1 TALANG  
PADANG IN THE ACADEMIC  
YEAR OF 2020/2021**

**A Thesis**

**Submitted as Partial Fullfilment of the Requirement for SI-Degree**

**By:**

**OLA RANJILITA DWI PURNAMA  
NPM.1611040182**

**Study Program : English Education**



**FACULTY OF TARBIYAH AND TEACHER TRAINING  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
2021**

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**Co-Advisor : Fithrah Auliya Ansar, M.Hum**



**FACULTY OF TARBIYAH AND TEACHER TRAINING  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
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2021**

## ABSTRACT

### **THE INFLUENCE OF USING ROLE, AUDIENCE, FORMAT, TOPIC (RAFT) STRATEGY TOWARDS STUDENTS' ABILITY IN WRITING ANALYTICAL EXPOSITION TEXT AT THE FIRST SEMESTER AT THE ELEVENTH GRADE OF SMA NEGERI 1 TALANG PADANG IN THE ACADEMIC YEAR OF 2020/2021**

By

**OLA RANJILITA DWI PURNAMA**

In the Process of teaching and learning English, many students find some difficulties in learning English. Writing analytical exposition text is one of the problems in learning English. In order to cope the students problem, the writer used RAFT as a strategy towards students' ability in writing analytical exposition text. The aim of this research is to know whether there is a significant influence of using RAFT (Role, Audience, Format, Topic) strategy toward students' ability in writing analytical exposition text at the first semester at the eleventh grade of SMA Negeri 1 Talang Padang in the academic year of 2020/2021.

The research methodology used pre-experimental design, type the one group pre-test and post-test. The researcher took the sample by using cluster random sampling, the sample was XI IPA 1 as an experimental class, consist of 32 students. The instrument was writing form for pre-test and post-test were used in collecting the data. Pre-test was conducted to measure students' analytical exposition writing ability before the treatment and post-test was conducted to find out students' analytical exposition writing ability after the treatment. The data was analyzed by SPSS.

After giving post-test the researcher analyzed the data using paired sample test. The significant influence can be seen from the result of paired sample test where  $t_{\text{observed}}$  was 17.056 and  $t_{\text{table}}$  was 2.042. It means,  $t_{\text{observed}}$  is higher than  $t_{\text{table}}$  shown by  $17.056 \geq 2.042$ . So,  $H_0$  is rejected and  $H_a$  is accepted. It means there is influence of using role, audience, format, topic (RAFT) strategy towards students' ability in writing analytical exposition text at the first semester of SMA Negeri 1 Talang Padang in the academic year 2020/2021.

**Keywords:** *Analytical Exposition Text, RAFT Strategy, Writing Ability, Pre-Experimental Design.*

## DECLARATION

I am a student with the following identity:

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Academic Year of 2020/2021

Certify that this thesis is definitely my own work. I am completely responsible for  
the contents of this thesis. Other writers' opinion or research findings included in  
the thesis are quoted or cited in accordance with ethical standard.

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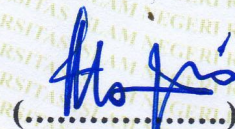
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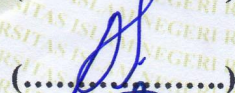
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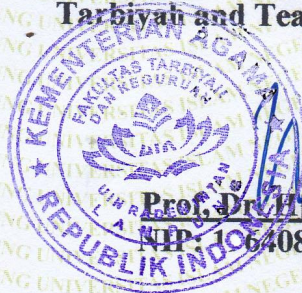
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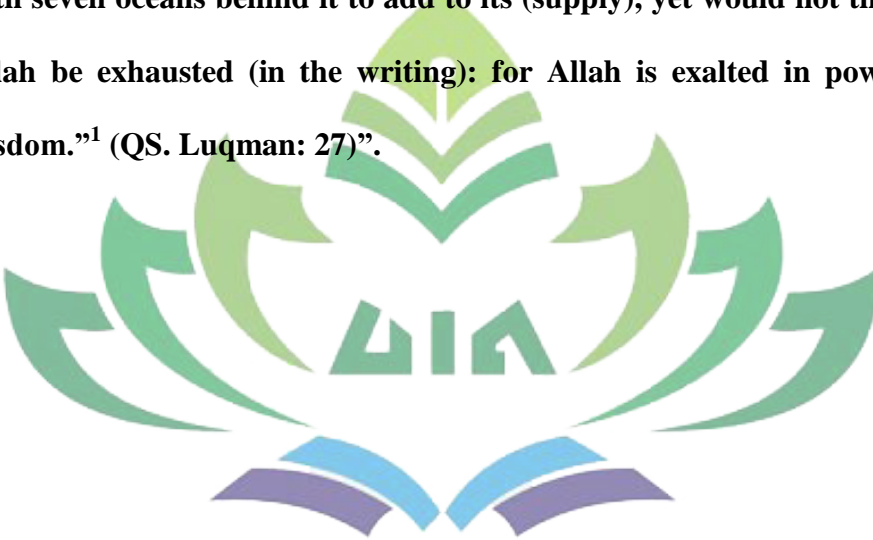


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## MOTTO

وَلَوْ أَنَّ مَا فِي الْأَرْضِ مِنْ شَجَرَةٍ أَقْلَمٌ وَالْبَحْرُ يَمُدُّهُ مِنْ بَعْدِهِ سَبْعَةُ أَنْهَارٍ مَا  
نَفِدَتْ كَلِمَاتُ اللَّهِ إِنَّ اللَّهَ عَزِيزٌ حَكِيمٌ ﴿٢٧﴾

“And if all the trees on earth were pens and the ocean (were ink), with seven oceans behind it to add to its (supply), yet would not the words of Allah be exhausted (in the writing): for Allah is exalted in power, full of wisdom.”<sup>1</sup> (QS. Luqman: 27)”.  


---

<sup>1</sup>Abdullah Yusuf ‘Aali, *The Holy Qur’an Arabic Text With English Translation*, New Johar Offset Printers, India, 2006, P.1219.

## DEDICATION

From the deepest place my heart, this an undergraduate thesis is dedicated to everyone who cares and loves me. I would like to dedicate this an undergraduate thesis specifically to:

1. My God Allah SWT, whose blessing and mercy have been very crucial to the completion of my thesis.
2. My beloved parents, Mr. Munawar, S.P and Mrs. Sukma Hayati who have provided me with unconditional loves and never-ending supports, not only for the completion of my study but also for the success of my life. I am thankful for having you by my side and this thesis is absolutely also yours. I do love you.
3. My beloved brother Oza Noverza, S.TP and his wife Cita Daya Putri, Amd.Keb who have been very supportive, caring, generous during many difficult stages of my study in the University.
4. All of my families who always support me, especially for my grandfather Prof. Dr. H. Damrah Khair, M.Ag and my grandmother Dra. Hj, Hilda Suyuthi who always give me support from the knowledge, material, and suggests as well for my future.
5. All beloved lecturers fellow classmates and graduates of the Department of Englis Education, Faculty of Tarbiyah and Teacher Training,Raden Intan State Islamic University of Lampung.



## CURICULUM VITAE



The writer of this thesis Ola Ranjilita Dwi Purnama, or famously called by her friends, Ola. She was born on June 14<sup>th</sup> 1998 in the city of Bengkulu Selatan. She is the last child of two children from Mr. Munawar, S.P and Mrs. Sukma Hayati. She has only one brother namely Oza Noverza, S.Tp.

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**NPM.1611040182**

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This thesis is submitted as a compulsory fulfillment of the requirements for S1 degree of English Department Study Program at State Islamic University of Raden Intan Lampung. When finishing this thesis, there were various sides that gave so much help, assistance, aid, support, and many valuable things. Therefore, sincerely thanks is given to:

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Finally, nothing is perfect neither this thesis. Any corrections, comments and suggestions for the goodness of this thesis are always open-heartedly welcome. Furthermore, this thesis is expected that can be useful for the other writers particularly and the reader generally, especially for those who are involved in the English teaching profession.

Bandar Lampung, 2020

The Writer,

**Ola Ranjilita Dwi Purnama**  
**NPM.1611040182**



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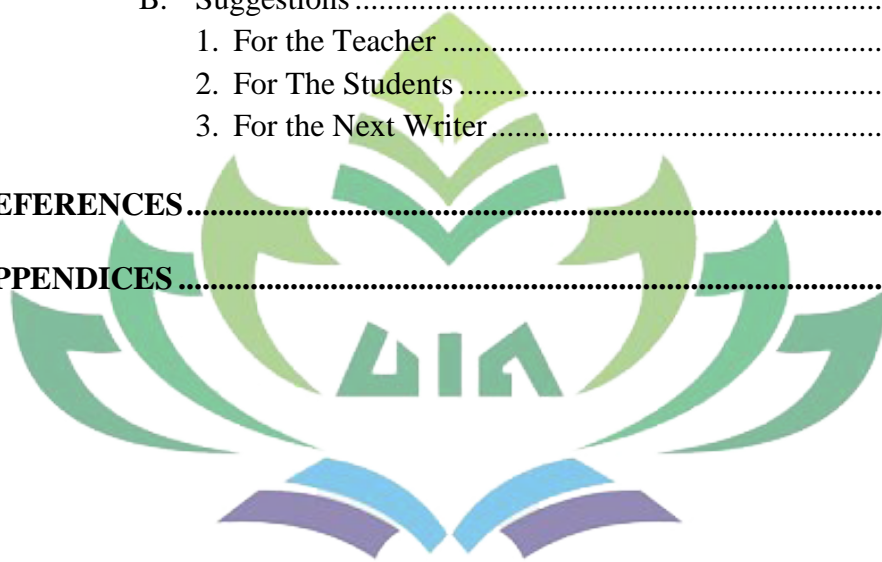
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## CHAPTER 1

### INTRODUCTION

#### A. Background of the Problem

In English skills, listening, reading, writing and speaking are four English's skill that might be known. Those skills are actually connected with each other. As stated by Brown that there are relations among four capacities in English skills such as reading ability connected with listening, speaking, and writing ability.<sup>2</sup> It means that all skills have relation that important to study of the lesson.

Meanwhile, in teaching and learning process of English skills, Writing is one of language skills that must learn by the students. In addition, writing is being one of challenging skills faced by everyone, for the caused that writing is an instrument to express their ideas and share information through article. Therefore, when the writer write something she or he must write clearly, and it can be accepted by the reader.

Collocated with Urquhart theory, "writing is a process of exploration that offers benefits to students and content area teachers alike".<sup>3</sup> It means that writing is very important to learn, writing has many benefits for us especially for the students and the teacher. Where the students can make their ideas easy

---

<sup>2</sup>H. Daugles Brown, *Teaching by principles In Interactives Approache to the Language Pedagogies*, (2<sup>nd</sup> Ed), (Sa Fransisco: California, 2000), p. 232

<sup>3</sup> Vicki Urquhart and Monette McIver, *Teaching Writing in the Content Areas* (Alexandria: ASCD & McRel, 2005), p.3



to understand and they have a pleasant experience from writing as well as with their teachers.

Writing is an activity need by students in learning the language (English). It is one of the productive language skills. As one of the productive skills, the students need to express their ideas by writing. Arranged by Raimes, “writing is a skill in which we expressed ideas, feelings, and thoughts that are arranging in words, sentences, and paragraphs by using the eyes, brain, and hand”.<sup>4</sup> It can be said that writing is complex skill because writing need hard thinking to give the ideas, feelings, sentences, and paragraphs to the attainment of writing.

Besides that, to support the concept of writing. In accordance to Harmer theory, “writing is a process that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities”.<sup>5</sup> It is showed that writing is an activity that cannot be separate from the genre, especially in writing ability. In this case, the writer concluded that writing is one of the most important skill to be mastered by the students. By writing, the students can develop their ideas, feelings, or share information with others.

As one of the English language skills such as reading, speaking, and listening. Writing as a necessity in school environment that learned by the students. In

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p.2 <sup>4</sup>Ann Raimes, *Technique in Teaching Writing*, (Oxford: Oxford University Press, 1983),

<sup>5</sup>Jeremy Harmer, *How To Teach Writing*, (New York: Longman, 2004), p.86

line with *Curriculum* 13, in syllabus of Senior High School there is an analytical exposition text as a subject in writing is one of the genre which the teacher teach this subject at the eleventh-grade students of Senior High School. According to Anderson and Anderson, “analytical exposition text is a type that is intended to persuade the readers that something should be in the case”.<sup>6</sup> Besides that analytical exposition text is a type of text where the students can express their opinions or ideas to persuade the reader or listener that something is important to analyze.

Based on the preliminary research, the writer found out some problems in teaching learning English especially in writing ability. Most students got difficulty to write their ideas in paper because the students seldom practiced English in writing skill. On July 24<sup>th</sup>, 2020, from the interview made by the writer to the English teacher at the eleventh grade of SMA Negeri 1 Talang Padang, Ettelina pandiangan, S.Pd. She said that one of the problems of teaching writing ability was the students’ had lack of vocabulary, confused to understand about the generic structure in the text, on the other side the students difficulty to develop the ideas.<sup>7</sup> In table 1.1 showed that the students’ writing score which the writer obtained from the English Teacher.

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<sup>6</sup>Mark Anderson and Kathy Anderson, *Text Types in English* (South Yarra: Macmillan Education Australia Pty Ltd, 1997), p.2-3

<sup>7</sup>Ettelina Pandiangan, *Interview with the English Teacher of SMA Negeri 1 Talang Padang*, July 24<sup>th</sup>, 2020, Unpublished.

**Table 1.1**  
**Students' Science Writing Ability Scores at SMA Negeri 1 Talang**  
**Padang Eleventh Grade in Academic Year 2020/2021**

No	Class	Students' Score		Number of Students
		<72	≥72	
1	<b>XI IPA 1</b>	<b>19</b>	<b>13</b>	<b>32</b>
2	<b>XI IPA 2</b>	<b>21</b>	<b>11</b>	<b>32</b>
3	<b>XI IPA 3</b>	<b>22</b>	<b>10</b>	<b>32</b>
4	<b>XI IPA 4</b>	<b>21</b>	<b>11</b>	<b>32</b>
5	<b>XI IPA 5</b>	<b>23</b>	<b>9</b>	<b>32</b>
<b>Total</b>		<b>106</b>	<b>54</b>	<b>160</b>
<b>Percentage</b>		<b>66.25%</b>	<b>33.75%</b>	<b>100%</b>

Source: *The data from English Teacher of SMA Negeri 1 Talang Padang*

Regarding to table 1.1, the result showed that the students got a bad score because their score is under the standard score. The English teacher at SMA Negeri 1 Talang Padang said that the criteria of minimum mastery (KKM) score for English subject at the school is 72. There are 160 students in all science classes. From the table, there are 106 students (66.25%) got score under 72 and 54 students (33.75%) got score more than 72. It is showed that the most of students are facing the difficulties in mastering English.

Based on the result of the questionnaire given to the students, the writer found several factors of the students' problems in learning English especially writing analytical exposition text. The students' problems were they got difficulties in starting to write because many students had lack of vocabulary for their writing, afterward they got difficulties in developing the paragraph that is suitable with the context and teachers's way in teaching English



especially in writing that was less interesting.<sup>8</sup> Besides, the students' writing ability are still low, in writing learning process, the students must learn more by practices in writing. It can make the students to know how to write a good.

From the description above, to overcome the problems, the writer recommended RAFT strategy in learning processs of writing analytical exposition text. The RAFT strategy is a writing strategy to make the students not bored in learning English especially in analytical exposition text because this strategy make the students active and creative in their writing, on the other side the students easy to understand the role of the writer, audience for the writing, format of the writing, and the topic for the writing. Linked to Buehl statement, "RAFT strategy is an acronym of R (role of the writer), A (audience for the writing), F (format of the writing), T (topic to be addressed in the writing)".<sup>9</sup> It showed that this strategy help the students to think creatively and the students also can determine the role, audience, format, and topic for their writing especially in analytical exposition text.

As well, there were several previous researchon using RAFT strategy. First previous conducted by Fitriyani about the influence of using role, audience, format, topic (RAFT) strategy toward students' descriptive text writing ability at the first semester of the eighth grade of SMP N 03 Tulang Bawang Tengah. Her reseach shows that the use RAFT strategy towards students' descriptive text writing ability had significant influence in students writing, this strategy

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<sup>8</sup>The Students Questionnaire at the Eleventh Grade of SMA Negeri 1 Talang Padang, On July 24<sup>th</sup>, 2020, Unpublished.

<sup>9</sup>*Ibid*

make the students more active and creative in learning English especially in writing ability.<sup>10</sup> It means, by using RAFT strategy the students can improve their writing ability.

The second previous research by Endriani. She investigated about the effect of using RAFT (role, audience, format, topic) strategy toward students' ability in writing narrative text at the second year students of SMA N 12 Pekanbaru. This strategy is also effective in enhancing the students' writing skill of narrative text because it make the students easier in exploring their ideas in making paragraph and makes them creative for their writing <sup>11</sup>

Additionally, in the third research by Margono about the effectiveness of using role, audience, format, topic (RAFT) strategy on the students' achievement in writing recount text at SMKN 1 Bandung Tulung Agung. RAFT strategy also improve the students' achievement significantly in writing skill of recount text paragraph, makes the students more creative and makes easier in exploring their ideas well.<sup>12</sup> It means, role, audience, format, topic (RAFT) strategy is effective to applied in the learning process of

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<sup>10</sup>Fitriyani, The Influence of Using Role Audience Format Topic (RAFT) Strategy Toward Students Descriptive Text Writing Ability (at the First Semester of the Eight Grade of SMP N 03 Tulang Bawang Tengah in the Academic Year of 2018/2019), University Raden Intan Lampung. <http://respository.radenintan.ac.id/id/eprint/8740>, (access on Tuesday, November 19<sup>th</sup>, 2019)

<sup>11</sup>Dwi Sev Endriani, The Effect of Using RAFT (Role, Audience, Format, Topic) Strategy Toward Students' Ability in Writing Narrative Text (at the Second Year Students of SMA N 12 Pekanbaru 2015/2016 Academic Year), University of Islam Negeri Sultan Syarif Kasim Riau. <http://repository.uin-suska.ac.id/9685/>, (access on Saturday, December 10<sup>th</sup>, 2016)

<sup>12</sup>Sulton Adifka Dwi Margono, The Effectiveness of Using Role Audience Format Topic (RAFT) Strategy on the Students' Achievement in Writing Recount Text (at SMKN 1 Bandung Tulung Agung 2018/2019), Institute of Islamic Tulung Agung. <http://repo.iain-tulungagung.ac.id/id/eprint/11596>, (access on Wednesda, July 17<sup>th</sup>, 2019)

writing because it can handle students' writing ability and help the students create in exploring their ideas for their writing.

Referring to the three previous studies above, it can be concluded that RAFT strategy is a good strategy on process learning for improving English lesson, mainly ability of writing. Afterward, RAFT as a strategy also gives many benefits and feedback for the students and teachers.

There are differences between those previous research with the present research. First previous research by Fitriyani used descriptive text types, the second previous research by Endriani used narrative text types, the third previous research by Margono used recount text types. From that, all researchers used RAFT strategy in their research with a variety of texts such as descriptive text, narrative text, and recount text.

As well in previous research, those previous research used two classes, namely the experimental class and control class. While in the present research, during COVID 19, the writer conducted the research using Google Classroom of the students at the eleventh grade of SMA Negeri 1 Talang Padang. The writer applied RAFT strategy to find out the influence in students' writing ability especially analytical exposition text and taught the students by sending the video about learning material in Google Classroom. The writer took the writing analytical exposition text because it is suitable for the materials in English Curriculum 13 for Senior High School. The writer only uses one class as experimental class because the teacher did not use



strategy in the learning process of writing to students and also in the current pandemic situation the teacher only limit one class to conduct the research so there is no control class in the present research.

From the explanation above, the title of this research is “The influence of using role, audience, format, topic (RAFT) strategy towards students’ ability in writing analytical exposition text at the first semester of the eleventh grade of SMA Negeri 1 Talang Padang in the academic year of 2020/2021”

## **B. Identification of the Problem**

Based on the background of problem above, the writer identified the problems as follows:

1. The students found the difficulties in developing their ideas in writing ability.
2. The students got difficulties in arranging the sentences because they had lack of vocabulary.
3. The students seldom practiced writing in English.
4. The students feel bored with the cammon writing activity, therefore the teacher need to find new interesting strategy to improve the students writing ability.

## **C. Limitation of the Problem**

The research focus on the influence of using RAFT strategy toward students’ analytical exposition text writing ability about actual issues that often to feel

by the students in school, village or city repose the syllabus eleventh grade at SMA Negeri 1 Talang Padang.

#### **D. Formulation of the Problem**

The problem could be formulate as follow “Is there any influences of using role, audience, format, topic (RAFT) strategy towards students’ ability in writing analytical exposition text at the eleventh grade of SMA Negeri 1 Talang Padang in academic year 2020/2021?

#### **E. Objective of the Research**

Research aimed to find out the significant influence of using role, audience, format, topic (RAFT) strategy towards students’ ability in writing analytical exposition text at the eleventh grade of SMA Negeri 1 Talang Padang in academic year 2020/2021.

#### **F. Significance of the Research**

From the statement above, this significances of this research were:

1. Theoretically, it might support that role, audience, format, topic (RAFT) strategy can be applied to writing ability especially in analytical exposition text.
2. Practically, it be might maintain teaching writing ability especially in analytical exposition text about actual issues in school, village, or city by using RAFT strategy. Therefore, they enjoyed and participated in the writing learning process class actively and creatively.

## **G. Scope of the Research**

The scope of the research could be illustrated as it followed:

### **1. The Subject of the Research**

Students at the eleventh grade of SMA Negeri 1 Talang Padang in the academic year 2020/2021.

### **2. The Object of the Research**

Students' analytical exposition text writing ability and the use of role, audience, format, topic (RAFT) strategy.

### **3. Time of the Research**

Time of the research was held on the first semester in the academic year of 2020/2021.

### **4. Place of the Research**

Research place was conducted at SMA Negeri 1 Talang Padang in the academic year of 2020/2021.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theory of Writing

##### 1. Definition of Writing

Writing is an activity need by students in learning English. It is one of the productive language skills. As one of the productive skills, the students need to express their ideas by writing. In addition, writing need a process.Exemplified by Sakolik, “writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presenting in a manner that is polished and comprehensible to readers”.<sup>13</sup>To Olson extent, “writing is a process that is very useful to young writers”.<sup>14</sup> It means, writing is a process, where the students can provide an oppurtunity to develop their ideas.Urquhart states that writing is a recursive process.<sup>15</sup>Therefore, the students can explore their thoughts to be more easily understood by the others. With a process in writing, it can help the students to generate good content and discovere purpose.

As well, writingcan reveal something that students feeling about or produce the big ideas that is really important to be known. The theory

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<sup>13</sup>M. Sokolik. Writing. In D. Nunan (ed), *Practical English Language Teaching* (New York, NY: McGraw-Hill, 2003), p.98

<sup>14</sup>C.B. Olson. Writing. In D. Nunan (ed), *Practical English Language Teaching* (New York, NY: McGraw-Hill, 2003), p.98

<sup>15</sup> Vicky Urquhart and Monette Mclver, *Teaching Writing In The Content Areas*(Alexandria: ASCD&McRel, 2005), p.1

provided by Hyland, “writing is a way of sharing personal meanings and writing courses emphasize the power of individual to construct her or his view on a topic”.<sup>16</sup> Consequently, writing is used for sharing someone’s meaning in which she/he encouraged to set their ideas into written form.

Writing is also difficult productive skill because it needs a lot of carefulness. When someone is trying to convey the idea, she/he does not only need hands to write, however the eyes to see, the brain to think, and after they should organize the whole idea in well paragraph. Explained by Raimes, “writing is a skill in which we express the ideas which are arranged in words, sentences, and paragraphs by using eyes, brain, and hand”.<sup>17</sup> It means, writing needs carefulness of observation or work. As well, writing is one of the productive language skill that can express the ideas through written form.

From the explanation above, the students also needs the purpose for writing, if the students do not have a purpose, they can not focus on their writing and can feel bored. While, if the students have a purpose, they can easy to use the strategies or ways to achievement in good writing. Langer and Applebee’s in Urquhart theory, there were several purposes of writing, they were: to foster new learning, to draw on relevant knowledge and experience as preparation for new activities, to

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<sup>16</sup>Ken Hyland, *Second Language Writing* (1<sup>st</sup>Ed) (New York: Cambridge University Press, 2003), p. 9

<sup>17</sup>Ann Raimes, *Technique in Teaching Writing*, (London: Oxford University Press, 1983), p.2-3

consolidate and review ideas and experiences, to reformulate and extend knowledge, and to evaluate knowledge and skills.<sup>18</sup>

Therefore, the students must know the purpose of writing because with the purpose of writing it can make their writing be better and the reader more easily to understand the content in writing. From that, it can conclude that writing is very important to learn. Writing help the students to express their ideas, feelings, and thoughts in a written form. Even, it can help the students to improve and solve other skills in learning language.

## 2. Writing Ability

In learning English, the students of writing ability considered as important aspects of learning. As well, writing is ability in expressing the ideas, but also the ability in understanding the grammatical structures, idioms, and vocabulary when expressing the ideas itself. Writing is long activities, it needs several process to generate written work. In relevance with Siahaan theory, “writing ability is the skill of a writer to communicate information to a reader or readers”.<sup>19</sup>

Afterward, to know the students’ writing ability, the teachers should make a decision what kind of aspects or indicators that used to evaluate and measure the students’ writing ability. On the other sides, there are five

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<sup>18</sup>Vicky Urquhart and Monette McIver, *Op. Cit*, p.61

<sup>19</sup>Sanggam Siahaan, *The English Paragraph* (Yogyakarta: Graha Ilmu, 2008), p.2

aspects to evaluate the writing by Tribble, among them namely: content, organization, vocabulary, language and mechanic.

a. Content

Content is about the ideas that used by the students to elaborate the topic. This aspect consider whether the ideas is relevant to the topic or not, the ideas is detail or not, and the students use much varieties of ideas or not.

b. Organization

This aspect considers how the students can organize their ideas, it is related to coherence and cohesion.

c. Vocabulary

This aspect describes that how the students choose the word/idiom and whether the students use many vocabularies or not.

d. Language

This aspect describes about grammar and structure such as: agreement, tense, number, word order, articles, pronoun, and prepositions.

e. Mechanic

This aspect is related to use spelling, punctuation, capitalization, and layout correctly.<sup>20</sup>

Based on the statement above, it can conclude that writing ability is the skill to arrange the writing about what you think and what you want to

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<sup>20</sup>Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), p.130



say in using words to express the ideas feeling, and information or imagination in the form of written text based on five aspects to measure students' writing ability. They are content, organization, vocabulary, language, and mechanics.

### 3. Process of Writing

Writing is not an easy activity. It is the process of producing writing in the form of text. We must follow the writing process in order to produced good writing. In doing the writing process, it needs several steps to produce written work, which start from before process writing to finished in writing. There are several processes of writing identified by Harmer such as planning, drafting, editing, and final version.

#### a. Planning

Experienced the writers plan what they are going to write. Before starting to write or type, they try to prepare and decide what they are going to say. For some writers, this may involve making detaile notes.

When planning, the writers should prepared to think about the purpose of their writing, the audience for the writing, and the content structure.

#### b. Drafting

We can refer to the first version of piece of writing as a draft. As the writing's process into editing, a number of drafts may be produced on the way the final version.

c. Editing (reflecting and revising)

Once the writer has produced a draft they then usually read through what they have written to see where it works and it does not. Perhaps the way something is written is ambiguous confusing. They may use a different forms or words for particular sentence.

d. Final Version

Once the writers edited their draft, making changes they consider to be necessary, they produce their final version.<sup>21</sup>

In summary, there are many stages related in process of writing. Therefore, the students must know the process in writing, because it does not only need one stage but it uses several stages to make sure that a written form has look perfect.

## B. Theory of Analytical Exposition Text

In general, text is divided into two kinds. A text is meaningful linguistic unit in a context, both of them are spoken and written text.<sup>22</sup> Further, language is always produced, exchanged, or received as text; that is language as a system of communication is organized as cohesive units we call texts.<sup>23</sup> As well, text

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<sup>21</sup> Jeremy Harmer, *How to Teach Writing* (6<sup>th</sup> Ed) (Edinburgh: Pearson Education Limited, 2007), p.4-5

<sup>22</sup> Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1

<sup>23</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd, 2005), p.29

can be used as a communication by the writer with the organized structure of the text.<sup>24</sup>

A text is combination of several word including meanings to produce in verbal or writing. Futher, text is the collection of words which arrange or combine to be a meaningfull units. It means, good text is the text that used a grammatical and generic structure that is appropriate to the text and can be readily understood by the reader.

In English Syllbus for Senior High School, many types of text are taught. Linked to Anderson statement, “types of text in English are divided into several groups such as poetic, dramatic, narrative, response, disscussion, explanation, analytical exposition text, information report, procedure text, and recount text. Those variations are known as a genre”.<sup>25</sup> It means, there are many types of text in English especially in writing for the students of Senior High School and each students must understand the generic structure and language feature of the text. This study, the writer focus on analytical exposition text.

### **1. Definiton of Analytical Exposition Text**

Analytical exposition text is one of texts that should be comprehended by the students in Senior High School based on the *Curriculum 13*. An analytical exposition text is usually used to introduce the ideas and deliver

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<sup>24</sup>Sanggam Siahaan and Kisno Shinoda, *Op. Cit*, p.3

<sup>25</sup>Mark Anderson and Kathy Anderson, *Text Type in English 2* (Sydney: Macmillan, 2003), p.3-5

the important actual issues to audience which needs analyzing. Aside from introducing the ideas, the purpose of analytical exposition text is to persuade the readers to think of something and also be able to share the ideas or opinions in the text. In accordance to Anderson and Anderson theory, “analytical exposition text is a type that is intended to persuade the readers that something should be in the case”.<sup>26</sup> On the other sides, analytical exposition text is a type or text where the writer can express the opinions or the ideas to persuade the readers or listeners that something is important to analyze or explain the cause and effect of the phenomenon surrounding.

## 2. Generic Structure of Analytical Exposition Text

The generic structure is a part of text as a completed each part in the text. To be justified by Gerrot and Wignell, “the structure of an analytical exposition text consist of thesis, arguments, and reiteration”. There are three generic structures of analytical exposition text such as thesis, argument, reiteration or conclusion.

First is thesis, it is part of introduces the topic and indicates the writer’s position in the text. The second is argument, this part when the writer presents the arguments or opinions to support the writer’s main idea. Usually, in analytical exposition text can more than two arguments. The more arguments presented, the more belief from the teacher that the

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<sup>26</sup>Mark Anderson and Kathy Anderson, *Text Types in English* (South Yarra: Macmillan Education Australia Pty, Ltd, 1997), p.2-3



discussion of the topic is very important one and needs attention. The last part of analytical exposition text is reiteration, it is used to restate the writer's position again to the reader.<sup>27</sup>

Referring to the explanation, there are three generic structures of analytical exposition text by Gerrot and Wignell. Those are thesis, arguments, and reiteration. It can conclude that thesis is first part who introduces the topic and indicates the writer's position. The arguments is part of supporting the thesis and can be used some arguments or opinions in the text. Meanwhile, reiteration is the last part of the generic structure in analytical exposition text. This stage, the students restated his/her point of view.

### **3. Language Feature of Analytical Exposition Text.**

An analytical exposition text also has several language features that are commonly used for the writing of the text. These language features usually called a lexicogrammatical features. Exemplified by Garrot and Wignell, "the significant lexicogrammatical features are used in analytical exposition text are focus on generic human and non-human participants, using simple present tense, use of process such as to be (is, am ,are) and (has or have), using internal conjunction to stage the arguments (firstly, secondly, finally), and reasoning through causal conjunction or

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<sup>27</sup>Linda Gerrot and Peter Wignell in Journal of Selvia Roza, Welya Roza, Khairul Harsha, Teaching Writing Analytical Exposition Text to Senior High School Students by Using Lottery Game (English Department, The Faculty of Teacher Training and Education of Bung Hatta University, Volume 3 N0.6, 2014), p.5

normalization (usually indicates reason and effect). For example: thus, for the reason, etc”<sup>28</sup>.

In conclusion, the language features of analytical exposition text is very important where the students must know it. As well, every text has a special language pattern in writing, its pattern could be tenses, also conjunction to mention several part of arguments like firstly, secondly, thirdly, etc. Even, to summarized or concluded the point can be used in conclusion such as on the whole, in brief, in conclusion, etc.

The example of analytical exposition text:

### **Students Need Laptop**

#### **Thesis**

Conventionally, students need book, pen, eraser, drawing pages, ruler and such other stuffs. Additionally, in this multimedia era, students need more to reach their progressive development. Students need mobile keyboards to record every presented subject easily. Of course it will need more cost but it will deserve for its function.

#### **Arguments**

First, modern schools tend to apply fast transferring knowledge because the school needs to catch the target of curriculum. Every subject will tend to be given in demonstrative method. Consequently students need extra media cover the subject. Since there is a laptop on

<sup>28</sup>*Ibid*, p.5-6

every students' desk, this method will help student to get better understanding.

Secondly, finding an appropriate laptop is not difficult as it was. Recently there is an online shop which provides comprehensive information. The best is that the shop has service of online shopping. The students just need to brows that online shop, decide which computer or laptop they need, then complete the transaction. After that the laptop will be delivered to the students' houses. That is really easy and save time and money.

#### **Reiteration/Conclusion**

From all of that, having mobile computer or laptop is absolutely useful for students who want to catch the best result for their study. Buying laptop online is advisable because it will cut the price. This online way is recommended since online shop also provide several laptop types. Students just need to decide which type they really need.

*(Source:<http://englishadmin.com/2013/09/laptop-as-students-friend.html>)*

Figure 2.1  
Example of Analytical Exposition Text

## **C. Theory of RAFT Strategy**

### **1. Definition of RAFTStrategy**

RAFT is an acronym of a structures strategy that can be used to guide students' writing. The teacher can use (RAFT) strategy to show students writing skills. It combines different elements of writing which include

imagination, creativity, and self motivation. RAFT strategy involves writing assignment with full of imagination, creativity and motivation.<sup>29</sup> It means that the students will develop their ability in writing by expressing their idea clearly and effectively in a certain form and for the audience that they choose as their target. RAFT is first introduced by Carol Santa in 1988.

Each element in RAFT can be explained as follows:

1. Role of the writer: What is the writer role: Self, Student, Reporter, Observer, Eyewitness, Object, Number, etc.?
2. Audience: Who will read the writing: A teacher, classmate, a parent, editor, people in the community, etc.?
3. Format: What is the best way to present this writing? In what format are you writing? In a letter, article, report, poem, analytical exposition, descriptive, recount, narrative, advertisement, e-mail, etc.?
4. Topic: Who or what is the subject of this writing? A famous scientist, a favorite actor/ actress, a prehistoric cave dweller, a character from literature, an event, an idea, a chemical element or physical object, etc.?<sup>30</sup>

RAFT is a strategy that helps the students to think critically and creatively about the content that they are studying. Additionally, Santa

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<sup>29</sup> Doug Buehl, *Classroom Strategies for Interactive Learning*, (4th ed) (New York : International Reading Association, 2014 ) p. 173

<sup>30</sup> Strategy Guides: Using RAFT Strategy, Retrieved from <http://www.readwritethink.org/professional-development/strategy-guidesusing-raft-writing-strategy30625.html> on June 27<sup>th</sup>, 2019



states that RAFT strategy is one of guided writing that can be applied in teaching writing and can be used to improve students' writing competence.<sup>31</sup> To Santa in Roberta extent, "RAFT is an acronym for role, audience, format, topic is a popular writing strategy that fosters students' ability to think critical and reflect while they synthesize what they learned". Furthermore, RAFT strategy is effective strategy because it requires the students to examine the topic which they have studied from a perspective different their own writing about the topic for an audience, and they may not be familiar with a format that may be new to them.<sup>32</sup> It means, RAFT is a strategy that can make easier the students to understand their writing in the role, audience, format, and topic.

RAFT strategy is an effective way in learning process of writing. Based on another expert, Buehl said that RAFT strategy is considered as an effective way in writing skill to help the students synthesize their understandings. RAFT is an acronym:

R: Role of the writer ("who are you?")

A: Audience for the writing ("to whom are you writing?")

F: Format of the writing ("what form will your writing assume?")

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<sup>31</sup> Ni Made Elis Parilasanti, The Using of RAFT Strategy and Anxiety upon Writing Competency (of The Seventh Grade of SMPN 3 Mengwi in Academic Year 2013/2014) e-Journal Program PascaSarjana Universitas Pendidikan Ganesa, (Vol.2. tahun 2014), ( access on Wednesday, November 24th ,2017)

<sup>32</sup> Roberta L. Sejnost and Sharon M. Thiese, *Building content literacy: strategies for adolescent learner* (caifornia: A SAGE Company, 2010), p.85

T: Topic to be addressed in the writing (“what are you writing about?”).<sup>33</sup>

It means, RAFT strategy can make the students more creative in writing and helps the students to explore the role, audience, format, topic in their writing especially in analytical exposition text.

Additionally, explained by Urquhart, “RAFT is a strategy that is used by the teacher to help the students in showing their power in giving questions and exploring their knowledge in writing together in group work”.<sup>34</sup> It can be said that RAFT strategy is the strategy of writing, where the students not only can write, but also they can determine the role, audience, format, and topic in their writing analytical exposition text.

Based on the definition above, the researcher concludes that Role, Audience, Format, Topic (RAFT) strategy is a teaching strategy for teaching analytical exposition text writing by making the students to know what the role of the writer, what the purpose of the audience, what they choose as a format, then what they choose as a topic that are related from the first up to the last and consist of things and activity of the object. Besides that, the students must share and give information about good ideas that give the students want to use in making a paragraph as well.

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<sup>33</sup>Doug Buehl, *Classroom Strategies for Interactive Learning*, (New York: International Reading Association, 2014), p. 173

<sup>34</sup>Vicky Urquhart and Monette McIver, *Teaching Writing In The Content Areas*

## 2. Procedure of RAFT Strategy

The steps to the procedure in Role, Audience, Format, Topic (RAFT) strategy in teaching writing of analytical exposition text. According to Buehl, using RAFT strategy can be done as follows:

- a. Analyze the important ideas or information that you want students to learn from a story, a textbook passage, or other appropriate text.
- b. Brainstorm possible roles that students could assume in their writing. Then, decide who the audience will be for this communication and determine the format for the writing.
- c. After students complete the reading assignment, write “RAFT” on the chalkboard, and list the role, audience, format, and topic for their writing. The students can assign the same role for the writing or offer several different roles from which students can choose.
- d. Make available sample authentic examples for a specific RAFT project for students to consult as they plan their writing<sup>35</sup>

**Table 2.1**

**The Examples of RAFT Assignments<sup>36</sup>**

Role	Audience	Format	Topic
News Writer	Citizen	Analytical Exposition	Flooding In Jakarta
Observer	Students/Teachers	Analytical Exposition	The Importance

<sup>35</sup>Doug Buehl, *Op. Cit*, p.173

<sup>36</sup>*Ibid*, p. 174

			of Internet for Education
Student	Classmate	Analytical Exposition	Why Students Should Eat Breakfast Everyday

**Table 2.2**

**The Example of RAFT Writing Analytical Exposition Text**

Role of the writer: Who or what are you? (News Writer)

Audience: To whom is the written? (Citizen)

Format: What type of writing will used? (Analytical Exposition Text)

Topic What is the subject of the writing? (Importance of Education)

Role: News Writer	Format: Analytical Exposition Text
Audience: Citizen	Topic: Importance of Education
<p style="text-align: center;"><b>The Importance of Education</b></p> <p>Education is most important among all of us. Education plays a very important role in your life. For living a luxurious life of for living a better life, you should be educated.</p> <p>Education is that which transform a person to live a better life and even in a social well being. Education is the one that doing something constructive in our near future. It helps a person to show their best by their mind and spirit. It gives you a lot of knowledge in whatever aspects.</p> <p>Education plays a vital role in your success in the personal growth. The more you have knowledge the more you grow. Being educated and earning a</p>	

professional degree prepares you to be a part in reputed organization, companies or instructions.

In today's competitive world education is the solution of any problem, it is the only education which promotes good habits, values and awareness towards anything like terrorism, corruption and much more. Education is the strength to person and education need to a person.

*(Source: <https://myeducationservices.wordpress.com/2011/04/13/importance-of-education>)*

Based on the explanation and examples above, it can be inferred that procedure of Role, Audience, Format, Topic (RAFT) by Buehl, has clear instruction and can be understood by the students. From the example above, Role, Audience, Format, Topic (RAFT) Strategy is easier to be done by the students with following the role, audience, format, topic.

### **3. Advantage and Disadvantage of Using RAFT Strategy**

#### **a. Advantages of Role, Audience, Format, Topic (RAFT) Strategy**

There are five advantages of using RAFT strategy by Buehl, as follow:

1. Students offer more thoughtful and often more extensive written responses as they demonstrate their learning.
2. Students are actively involved in processing information rather than merely writing answers to questions.



3. Students are given a clear structure for their writing; they know what point of view to assume, and they are provided with an organizational scheme. Furthermore, the purpose of the writing is outlined clearly.
4. Students are motivated to undertake a writing assignment because the task involves them personally and allows for a more creative response to learning the material.
5. Students are encouraged to reread to examine a text from perspectives other than their own and to gain insights on concepts and ideas that may not have occurred to them during the initial reading of an assignment.<sup>37</sup>

In summary, it can be seen from several advantages above, RAFT strategy can make the students develops their idea, imagination when they write and turn them to be more creative writer especially in writing analytical exposition text. Moreover, by using RAFT strategy it can help the students to make outlined of writing clearly and they can explore their role as a writer, determine their audience, use certain format, and write something based on a given topic.

#### **b. Disadvantage of Role, Audience, Format, Topic (RAFT) Strategy**

RAFT strategy is rarely used and is not familiar to students even to teachers. It certainly takes a lot of time for the teacher to understand

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<sup>37</sup>Dough Buehl, *Classroom Strategies for Interactive Learning*, (New York: International Reading Association, 2013), p.176

the concepts and procedures of this strategy before applying it in class.

For students, the RAFT strategy is not suitable for elementary school students or beginners due to difficulties in understanding this strategy. Even for pre-intermediate learners, they must need more than two class meetings to understand until they can produce writing using the RAFT strategy.

As well, by mastering this strategy, the teacher can make full use of this based on the definition and procedure. Moreover, it is can helpfully in writing.<sup>38</sup>

#### **D. Teaching Analytical Exposition Text Writing Using RAFT Strategy**

In teaching writing, teacher should not only focus on the student writing, but on the process that lead to the product. Beside, RAFT strategy in the classroom, teacher should guide students in writing their analytical exposition text that can follow these simple guidelines:

- a. Show some examples of analytical exposition text that is not written by using RAFT strategy.
- b. Ask students about what is the type of writing they are seeing and the point of the text. It intent to know the students understanding about analytical exposition text.

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<sup>38</sup>Rahma Leora, *Teaching Writing by Combining ABC Brainstorming Strategy and RAFT Strategy at Senior High School*, (Journal Program Study Bahasa Inggris STKIP PGRI Sumatera Barat), (Accesson Sunday, June 30<sup>th</sup>, 2019), p.13-14

- c. Ask students about generic structures and language features of analytical exposition text. If they do not get them all, teacher gives and explains them.
- d. Before teaching how to write an analytical exposition text, explain to the students that there are some aspects should be considered before write including role, audience, format, topic. Tell them that they are going to construct their writing around these elements.
- e. Shown them ( see in power point) about those 4 elements like follows:
 

R: Role of the writer - who or what are you? ( A scientist, Society?)

A: Audience - To whom is this written? (Students, teacher, governor?)

F: Format - What kind of form will used? (A report, a letter, a journal, a article, descriptive, ?)

T: Topic - What is the subject of writing?( A famous scientist, a favorite actor/actress, a prehistoric cave dweller, a character from literature, a chemical element or physical object?)
- f. Display a completed RAFT drafting example ( see table 2.1), form deciding these 4 elements until a writing have done. Discuss it with the students.
- g. Display some other examples of RAFT writing, ( see table 2.2.)
- h. Have students decide the role they will take on as a writer (it can be as self, student, observer, news writer, eyewitness, etc)
- i. Help students decide the audience they had been writing to and the format in which they wrote is absolutely analytical exposition text.

- j. Decide the topic that will be written on. Set more than one topic and be sure that the topics can be described ( it can be actual issues that often felt by the students in the school, village, or city ), for example: the importance of internet for education, why students should eat breakfast every day, flooding in Jakarta, etc.
- k. After modeling one or more writing analytical exposition text using RAFT strategy to the students, ask them to wrote an analytical exposition text using RAFT strategy.

#### **E. Relevance Studies**

Regarding to the previous research, first conducted by Fitriyani about the influence of using role, audience, format, topic (RAFT) strategy towards students' descriptive text writing ability at the first semester of the eighth grade of SMP N 03 Tulang Bawang Tengah in the academic year of 2018/2019. Her research shows that the use of RAFT strategy had a significant influence on students writing descriptive text because RAFT strategy can improve the students' writing ability. This strategy make the students more active and creative in learning English, especially in writing ability. The mean score of post-test in the experimental class was 73.53, and the mean score of post-test in the control class was 68.47. The result of data analysis of students' post-test score in the experimental class was higher than students' post-test in the control class.<sup>39</sup>

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<sup>39</sup> Fitriyani, the Influence of Using Role Audience Format Topic (RAFT) Strategy Towards Students Descriptive Text Writing Ability (at the First Semester of the Eight Grade of SMP N 03 Tulang Bawang Tengah in the Academic Year of 2018/2019), University Raden Intan

The second previous research by Endriani. She investigated about the effect of using RAFT (role, audience, format, topic) strategy towards students' ability in writing narrative text at the second year students' of SMA N 12 Pekanbaru 2015/2016 academic year. It was found the data finding is  $t_0=3.30$  higher than  $t$  table in a significant  $5\%=2.56$ . it can be read  $2.65 < 3.30 > 2.00$ . From that, the result of the research is there was a significant difference between students' ability in writing narrative text taught by using RAFT strategy and the students' narrative text writing ability taught without using RAFT strategy. It means RAFT strategy is also effective in enhancing the students' writing skill of narrative text.<sup>40</sup>

Additionally, Margono conducted a research about the effectiveness of using role, audience, format, topic (RAFT) strategy on the students' achievement in writing recount text at SMKN 1 Bandung Tulung Agung 2018/2019. The RAFT strategy can use as an alternative strategy to use in teaching writing especially in recount text. RAFT strategy make the students more creative in writing and helps the students in exploring their ideas well. The result of the data, the mean of 35 students of the experimental group was 70.51 become 77.37 after being taught by using RAFT strategy. Meanwhile, there is no improvement mean of 32 students in the control group from 68 become 67

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Lampung. <http://repository.radenintan.ac.id/id/eprint/8740>, (Access on Tuesday, November 19<sup>th</sup>, 2019)

<sup>40</sup>Dwi Sev Endriani, The Effect of Using RAFT (Role, Audience, Format, Topic) Strategy Towards Students' Ability in Writing Narrative Text (at the Second Year Students' of SMA N 12 Pekanbaru 2015/2016 Academic Year), University of Islam Negeri Sultan Syarif Kasim Riau. <http://repository.uin-suska.ac.id/9685/>, (Access on Saturday, December 10<sup>th</sup>, 2016)



but there is just a little reduction. It means, the use RAFT strategy had significant in students' achievement writing recount text.<sup>41</sup>

Referring to the three previous studies, there are several difference in previous research with the present research. First previous research by Fitriyani used descriptive text types, the second previous research by Endriani used narrative text, the third previous research by Margono used recount text. So all of the researchers used role, audience, format, topic (RAFT) strategy in their research with a variety of texts such as descriptive text, narrative text, and recount text.

As well, in previous research used two classes, namely the experimental class and control class. While the present research, during COVID-19, the writer conducted the research by using Google Classroom of the students at the eleventh grade of SMA Negeri 1 Talang Padang. The writer focus on writing analytical exposition text using the RAFT strategy and taught the students by sending video about learning material in Google Classroom. The writer took the writing analytical exposition text it is suitable for the materials in English Curriculum 13 for Senior High School. The writer only used one class as the experimental class because the teacher do not use strategy in learning process of writing, and also in the current pandemic situation, the teacher only limit

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<sup>41</sup>Sulton Adifka Dwi Margono, The Effectiveness of Using Role Audience Format Topic (RAFT) strategy on the Students' Achievement in Writing Recount Text (at SMKN 1 Bandung Tulung Agung 2018/2019), Institute of Islamic Tulung Agung. <http://repo.iain-tulungagung.ac.id/id/eprint/11596>, (Access on Wednesday, July 17<sup>th</sup>, 2019)

one class to conduct the research so there is no control class in the present research.

#### **F. Frame of Thinking**

Based on the theories explained above, writing is one of skill in English that students must learn. Writing is an activity to write where the students can express their ideas or feelings. However, there are still many students who find it difficult in writing, because they are afraid wrong in word. Therefore, the students should more learn by practices. Analytical exposition text is a type of text that elaborates on the writer's idea about the phenomenon surrounding to persuade the reader or listener that something is important to analyze.

In process teaching and learning, writing is not easy, the role of the teacher is very important especially for students. The teachers should be able to find and use appropriate, fun, and effective strategy in the learning process of writing, because it can make the students active, more creative and confident in English especially in analytical exposition text writing ability. There are many type of ways strategy can use in the teaching and learning process of writing. One of the strategies is RAFT strategy. This one good strategy to make the students active, creative and easy to develop their ideas in writing. Role, audience, format, topic (RAFT) strategy is the strategy that enables the students to write especially in analytical exposition text because RAFT strategy makes the students know to determine the role of the writer (who is

the writer or what role does he or she play?), the audience for the writing (who will read or see your writing?), the format of the writing (what form will you writing take?), and the topic of the writing (what will you be writing about?).

From the description above, the conclusion is RAFT strategy can make the students more creative in writing ability because by using RAFT strategy, the students not only can write but also help the students to explore the role, audience, format, and topic in their writing especially in analytical exposition text.

#### **G. Hypothesis**

Based on the theories and frame of thinking above, the writer proposes hypotheses as follows:

1.  $H_a$ : There is a significant influence of using the role, audience, format, topic (RAFT) strategy towards students' ability in writing analytical exposition text at the first semester of the eleventh grade of SMA Negeri 1 Talang Padang in the academic year of 2020/2021.
2.  $H_o$ : There is no significant influence of using the role, audience, format, topic (RAFT) strategy towards students' ability in writing analytical exposition text at the first semester of the eleventh grade of SMA Negeri 1 Talang Padang in the academic year of 2020/2021.